DOCUMENT RESUME

ED 335 829 EC 300 571

AUTHOR Matthews, Cherritta L.
TITLE Comprehensive System of Personnel Development (CSPD), 1990-1991.
INSTITUTION Delaware State Dept. of Public Instruction, Dover. Exceptional Children/Special Programs Div.
REPORT NO 95-01-90-09-09
PUB DATE 91
NOTE 65p.; For the 1989-90 report, see ED 329 029. Statistical tables contain faint print.
AVAILABLE FROM Bureau of Archives and Records, Hall of Records, P.O. Box 1402, Dover, DE 19903 (microfiche).
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Compliance (Legal); *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Inservice Teacher Education; *Needs Assessment; Postsecondary Education; *Preservice Teacher Education; *Staff Development; State Programs
IDENTIFIERS *Comprehensive System for Personnel Development; *Delaware; Education for All Handicapped Children Act

ABSTRACT

This report describes the specific requirements of Public Law 94-142 (the Education for All Handicapped Children Act) concerning the establishment of a Comprehensive System of Personnel Development (CSPD), Delaware's CSPD system, and a proposed action plan. The scope of the CSPD system includes inservice and preservice training for general and special education personnel based on an annual needs assessment, procedures to ensure that all personnel necessary to carry out the requirements of the Act are qualified, and procedures for acquiring and disseminating significant information derived from research and demonstration projects. Individual sections of this report address: scope of the system, participation, annual needs assessment (including detailed tables showing results of the 1990 needs assessment), inservice and preservice training plans, dissemination and adoption, and evaluation. Three appendixes present the 1990 Training Needs Survey, aggregate data on training priorities and sub-categorical preferences, and training priorities by program or teacher type. (Author/DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED335829

COMPREHENSIVE SYSTEM

OF

PERSONNEL DEVELOPMENT

1990-91 CSPD REPORT
DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION
EXCEPTIONAL CHILDREN/SPECIAL PROGRAMS DIVISION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J L Sparks

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 300 571

BEST COPY AVAILABLE

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

1990-91

Cherritta L. Matthews, Ed.D.
State Supervisor
Exceptional Children/Special Programs

THE DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION

William B. Keene, *State Superintendent*

James L. Spartz, *Deputy State Superintendent for Administration*

Robert E. Schiller, *Deputy State Superintendent for Instruction*

Henry C. Harper, *Executive Assistant*

Primo V. Toccafondi, *Assistant State Superintendent*
Instructional Service Branch

Carl M. Haltom, *State Director*
Exceptional Children/Special Programs Division

DOCUMENT 95-01-90-09-09

The State of Delaware is an equal opportunity employer and does not discriminate or deny services on the basis of race, color, national orgin, sex, handicap, and/or age.

This publication is available in microfiche from the Bureau of Archives and Records, Hall of Records, P.O. Box 1402, Dover, Delaware, 19903, and printed in the U.S.A.

DELAWARE STATE BOARD OF EDUCATION

Paul R. Fine President
Montchanin

Kent S. Price, Vice-president
Milton

Arthur W. Boswell
Wilmington

Howard E. Cosgrove
Newark

Richard M. Farmer
New Castle

R. Jefferson Reed
Dover

Dorothy H. Smith
Townsend

William B. Keene
Secretary

Officer of the Department of Public Instruction
Townsend Building
P.O. Box 1402
Dover, Delaware 199903

William B. Keene
State Superintendent

James L. Spartz
Deputy State Superintendent of Administration

Robert E. Schiller
Deputy State Superintendent of Instructional Services

Henry C. Harper
Executive Assistant

Primo V. Toccafondi
Assistant State Superintendent
Instructional Services Branch

Table of Contents

Acknowledgements ii

Abstract iii

Introduction ..... Page 1

CSPD Components

Scope of the System ..... Page 2

Participation ..... Page 3

Annual Needs Assessment ..... Page 6

Inservice and Preservice Training Plans..... Page 32

Dissemination and Adoption ..... Page 33

Evaluation ..... Page 36

Appendix I: The 1990 Training Needs Survey

Appendix II: Aggregate Data on Training Priorities and Sub-categorical Preferences

Appendix III: Training Priorities by Program or Teacher Type

Acknowledgements

A number of individuals are herein accorded heartfelt thanks for their assistance in the development and preparation of this report. First, to Dr. Carl M. Haltom, State Director, Exceptional Children/Special Programs, for his support and encouragement; to Dr. Robert Boozer for his assistance in obtaining supply and demand data; to Dr. Willis Proctor and Dr. F. Eugene Thomure for their faithful participation and advice, and; to Dr. Patricia Bent, contractor, for her very able programming and analyses of the data. The author further wishes to thank the CSPD committee at large whose participation made this report possible.

Special Acknowledgement

Grateful thanks are accorded to Dr. George A. Smith whose original work on the 1987-88 CSPD Report is incorporated into the body of this report.

Abstract

Public Law 94-142 mandated a free appropriate public education for all handicapped children and youth. The Law also included specific provisions for the establishment of a Comprehensive System of Personnel Development (CSPD) to ensure that qualified personnel deliver the appropriate educational and related services. This report describes the specific requirements of the Law, Delaware's CSPD system, and the proposed action plan. The scope of the CSPD system includes descriptions of inservice and preservice training for general and special education personnel based on an annual needs assessment, procedures to ensure that all personnel necessary to carry out the requirements of the Act are qualified, and a description of procedures for acquiring and disseminating significant information derived from research and demonstration projects.

INTRODUCTION

Over a decade ago, Public Law 94-142, the Education for All Handicapped Children Act (EHA), mandated a free appropriate public education for all handicapped children and youth. The Law also included specific provisions for the establishment of a Comprehensive System of Personnel Development (CSPD) to ensure that "qualified" personnel deliver the appropriate services (Sections 613a.3. and 614a.1.c.i.).

Each State Education Agency (SEA) is required to include in its Annual Program Plan - the State Plan - a section describing the development and implementation of the personnel development system/CSPD. The scope of the CSPD system must include a description of:

(1) the inservice and preservice training of general and special education personnel including instructional, related service, and support employees, based on an annual needs assessment;

(2) procedures to ensure that all personnel necessary to carry out the requirements of the Act are qualified; and

(3) procedures for acquiring and disseminating significant information derived from research and demonstration projects and, where appropriate, adopting promising educational practices and materials derived from those projects. (CFR 300.380)

In the development and recent passage of P.L. 99-457, the EHA amendments of 1986, certain concerns were raised about the qualifications of personnel providing special education and related services. Specifically, an increasing number of teachers and related service employees have been issued temporary or emergency certificates that do not meet the full certification standards related to their specialty area.

Consequently, P.L. 94-142 has been amended to ameliorate this condition, namely, SEAs are to include in their State Plans "policies and procedures ...to ensure that personnel necessary to carry out the purposes of this part are appropriately and adequately prepared and trained, including: (a) the establishment and maintenance of standards which are consistent with any State approved or recognized certification, licensing...and (b) the retraining or hiring of personnel" to meet the "highest requirements in the State applicable to a specific profession or discipline."

In addition to personnel qualifications, P.L. 94-142 requires the inclusion of the following components in the CSPD section of the State Plan (CFR 300.381-386):

(1) participation of other agencies and institutions of higher education in the development of the CSPD plans;

(2) inservice training (meaning any training other than that received by an individual in a full-time program that leads to a degree) based on an Annual Needs Assessment;

(3) a Personnel Development Plan that describes and is based on the results of the Needs Assessment and which identifies needs and target populations for development;

(4) dissemination of significant information and promising practices derived from relevant research and demonstration projects to personnel, administrators, agencies, and appropriate organizations;

(5) provision for a statewide system designed to (a) adopt, where appropriate, promising educational practices and materials proven effective through research and demonstration, (b) reassess the educational practices used in the State, and (c) identify human and material resources (technical assistance) that may assist in meeting personnel needs; and

(6) procedures for evaluating and monitoring CSPD activities.

In the following sections the various CSPD components are described and, where appropriate, needs assessment results are reported. CSPD components include the scope of the system, participation, needs assessment, inservice and preservice training plans, dissemination, promising educational practices, and evaluation.

CSPD COMPONENTS

Scope of the System. By law, the Comprehensive System of Personnel Development (CSPD) must include a description of the inservice and preservice training of both general and special educational instructional, related, and support personnel regarding the "education" of handicapped children and youth. In addition, the CSPD must include procedures to ensure that

personnel delivering services to handicapped children and youth are "qualified" and that significant instructional practices and materials based on relevant research or demonstration projects are disseminated to these professionals.

Specifically, the scope of the CSPD includes, but is not limited to, needs assessment, inservice and preservice plans, promising educational practices, dissemination, evaluation, and the participation of interested parties in these components. Also, included are personnel projections, e.g., the number of qualified persons available, the number of new personnel needs to carry out EHA requirements, and target groups requiring training or retraining.

Participation. P.L. 94-142 indicates that each state educational agency must insure that all public and private institutions of higher education, as well as other agencies and organizations (including representatives of handicapped, parent, and other advocacy organizations) in the state that have an interest in the preparation of personnel for the education of handicapped children, have an opportunity to participate fully in the development, review, and annual updating of the CSPD (CFR 300.381).

In addition, the State Plan must describe the nature and extent of the participation described above, including the responsibilities of the SEA, LEAs, public and private IHEs and other agencies. The participation to be described concerns the comprehensive system as a whole and the personnel development plan.

Currently, the following representation comprises Delaware's CSPD Committee:

Department of Public Instruction (SEA):
- Member, Instructional Division
- Member, Exceptional Children/Special Programs Division
- Member, Vocational Education Division
- Member, Professional Development and Certification Division
- Member, Research & Evaluation Division

Local School Districts (LEAs):
- Member, Capital School District
- Member, Christina School District
- Member, Caesar Rodney School District
- Member, Brandywine School District
- Member, Sterck School for the Hearing Impaired

Agencies:
- Member, Department of Health and Social Services/ Division for the Visually Impaired
- Member, Department of Services for Children, Youth, and Their Families

Institutions of Higher Education:
- Member, University of Delaware
- Member, Delaware State College

Organizations:
- Member, Delaware State Education Association
- Member, DE Chapter, American Physical Therapy Association
- Member, DE Occupational Therapy Association
- Member, DE Association of Visiting Teachers
- Member, DE Speech-Language-Hearing Association
- Member, Delaware School Psychologists Association

Advocacy Groups:
- Member, Governor's Advisory Council for Exceptional Citizens
- Member, Parent Information Center of DE, Inc.
- Member, Delaware Association for Retarded Citizens

Other:
- Member, Delaware Learning Resource System
- Member, Project IDEA--Identifying and Disseminating Educational Alternatives
- Member, Delaware Teacher Center

Although the membership described above reflects CSPD participants for the past year (1989/90), said membership is by no means static.

The CSPD Committee, working in sub-committees or as a whole, performs such functions as: (1) designing data-collection instruments for needs assessment, (2) reviewing the results of the data-collection activities, (3) setting training priorities, (4) reviewing teacher supply and demand information, (5) reviewing the CSPD section of the State Plan, (6) reporting staff shortages and recruitment problems, (7) commenting on State teacher and staff certification requirements, (8) suggesting types of training needed and, in some cases, the content of that training, (9) annually updating information for the CSPD section of the State Plan, and (10) program evaluation.

In the past, participation by Delaware's institutions of higher education has been limited to the University of Delaware and Delaware State College, which have approved teacher

preparation programs in special education. Representatives from these organizations sit on the CSPD Committee and have no separate and distinct responsibilities other than to share information regarding existing or projected preservice and inservice activities.

Both institutions have submitted grant proposals for the preparation of special educators (84.029B). Each of these proposals addresses personnel and training needs in the State, specifically, the development of videotape and print materials for curriculum based assessment and data based instructional techniques, and establishment of a specialization in special education technology within the special education Master's degree program (University of Delaware). Another proposal has been submitted to develop assessment and interpretation skills (Delaware State College). Active programs are underway for transitional/vocational specialization for secondary level special educators (University of Delaware), programming for "at risk" children (Delaware State College), and training of paraprofessionals (Delaware Technical and Community College).

The State Department of Public Instruction provides the managerial leadership for CSPD. The Committee was originally co-chaired by staff of the Exceptional Children/Special Programs Division. Presently, the Committee is operating with a single chairperson. Division staff, however, are involved in the distribution, collection, and interpretation of the needs assessment survey before the findings are presented to the entire Committee for review.

The process typically flows in the manner indicated below. Once the needs assessment survey form is received from DPI, the local school districts and relevant agencies distribute and collect the completed surveys prior to forwarding them to DPI. This task is generally performed by the special education supervisor with the cooperation of district/agency teachers, related service personnel, administrators and other targeted professionals. At institutions of higher education, this task is overseen by the Chairperson of the Education Department (Delaware State College) and the Assistant to the Dean (University of Delaware).

LEA personnel also specify in their annual EHA-Part B plan/application the inservice training needs and the proposed training. Also included are the unique requirements of specialty staff, e.g., teachers of the hearing and visually impaired, speech pathologists, and other professionals serving low incidence populations. Because Delaware is a small state, LEAs contact DPI staff directly, and through these informal

communications, address additional inservice and staffing needs.

Evidence of this participatory process is typically seen in CSPD Committee meeting minutes, needs assessment survey revisions, and workshops or training conferences.

Annual Needs Assessment. Annual training needs are determined primarily by means of a needs assessment survey that is distributed statewide on a yearly basis. The survey, attached as Appendix I, is the form used currently. This particular form was first used in the spring of 1987.

Copies of the survey, along with completion directions, were forwarded to district and agency supervisors of special education in May, 1990. LEA and agency supervisors were asked to distribute no less than five surveys to one randomly selected elementary school, one middle or junior high school, and one senior high school. Principals, in turn, randomly selected regular and special teachers and other professionals to complete the form. At institutions of higher education, the contact persons were asked to distribute the survey to all special education staff and to at least two instructors in areas other than special education. Completed copies were to be returned directly to DPI. Of the 438 surveys forwarded, 372 were returned completed - approximately a 84% response rate. An additional three surveys were returned incomplete and were rendered unuseable. Data were analyzed utilizing the SPSS$_x$ System enabling cross-tabulations between and among variables. Table I shows the response distribution for school districts, institutions of higher education and one agency.

TABLE I

DEMOGRAPHIC INFORMATION

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEM	FREQUENCY	PERCENT
DISTRICT CODE		
10 CAESAR RODNEY	24	6.5%
13 CAPITAL	28	7.5%
15 LAKE FOREST	18	4.8%
16 LAUREL	15	4.0%
17 CAPE HENLOPEN	6	1.6%
18 MILFORD	16	4.3%
23 SEAFORD	17	4.6%
24 SMYRNA	16	4.3%
29 APPOQUINIMINK	6	1.6%
31 BRANDYWINE	28	7.5%
32 RED CLAY CONSOL	12	3.2%
33 CHRISTINA	53	14.2%
34 COLONIAL	48	12.9%
35 WOODBRIDGE	13	3.5%
36 INDIAN RIVER	27	7.3%
37 DELMAR	10	2.7%
38 NC.CY.VOC.TECH	6	1.6%
39 KENT CY.VOC.TECH	5	1.3%
90 UNIVERSITY OF DELAWARE	10	2.7%
91 DELAWARE STATE COLLEGE	4	1.1%
92 WESLEY COLLEGE	2	.5%
93 TRANSITION PROGRAM	1	.3%
94 DEPARTMENT OF PUBLIC INSTRUCTION	2	.5%
MISSING RESPONSES	5	1.3%
TOTAL	372	100.0%

BEST COPY AVAILABLE

The ratio of female respondents (n = 271) to male respondents (n = 98) was approximately 3 to 1; three respondents failed to complete this item. The average age of the respondents was 42.5; the range 25 to 61. White respondents numbered 323, Minorities accounted for 45, an approximate ratio of 6 to 1. Four respondents failed to complete this item.

One hundred thirty-three (133) respondents were special education teachers, 134 were regular education teachers, 12 vocational, and 17 specialty teachers of music, art, or physical education. Sixteen (16) respondents were professors at institutions of higher education. Three (3) respondents were counselors, 3 were occupational or physical therapists or speech pathologists, and two (2) were an interpreter-tutors, two (2) were psychologists, one (1) was an educational diagnostician, one (1) were school nurse. One (1) respondent was a librarian/media specialist, and 35 were administrators. Twelve (12) respondents classified themselves as other. Three hundred thirty-three (333) respondents, or 89.5%, reported holding standard certification. Nineteen, or 5.1% of the respondents, held limited standard certification. A total of 9 respondents, or 2.4%, held provisional, emergency or permit status, or 1.3%, .3%, and .8% respectively. Eleven (11), or 3.0% of the sample, did not respond to this item. Included in this group were professors at institutions of higher education. (n=16).

TABLE II

Table II presents respondent preferences for presentation formats, trainers, presentors, and training schedule. The following summarizes the top three preferences for each in priority order:

1. Preference for Presentation Format

   (a) Mini-course (1 inservice credit or less)
   (b) Customized school inservice
   (c) Formal course (1 or more inservice credits or college course)
   (d) Topical Conference
   (e) Customized district inservice

2. Preference for Trainer

   (a) School practitioner
   (b) University/college faculty
   (c) National leader
   (d) State agency personnel

3. Preference for Presentor

   (a) Skill development
   (b) Knowledge and information
   (c) Problem-solving
   (d) Observation of model sites

4. Preference for Training Schedule

   (a) Inservice days
   (b) Immediately after school
   (c) Summer
   (d) Evening

TABLE II

PRIORITY CHOICES FOR*
TRAINING FORMAT

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. MINI-COURSES (1 INSV. CR. OR LESS).....	293	79.5%
2. FORMAL COURSES (1+ INSV. CR. OR.....	204	55.4%
3. TOPICAL CONFERENCE.....	196	53.3%
4. CUSTOMIZED DISTRICT INSERVICE.....	175	47.6%
5. CUSTOMIZED SCHOOL INSERVICE.....	223	60.6%
VALID CASES.....	368	100.0%
PREFERENCES FOR TRAINERS(S)		
1. SCHOOL PRACTITIONERS.....	295	80.8%
2. UNIVERSITY/COLLEGE FACULTY.....	246	67.4%
3. PARENTS OR ADVOCATES.....	59	16.2%
4. STATE AGENCY PERSONNEL.....	138	37.8%
5. NATIONAL LEADERS.....	179	49.0%
6. LEGAL EXPERTS.....	46	12.6%
7. PRIVATE AGENCY PERSONNEL.....	84	23.0%
8. FEDERAL AGENCY PERSONNEL.....	21	5.8%
VALID CASES.....	365	100.0%
PREFERENCES FOR PRESENTOR(S)		
1. KNOWLEDGE AND INFORMATION (LECTURE,PANEL,.....	242	67.0%
2. PROBLEM SOLVING (BRAINSTORMING,.....	231	64.0%
3. SKILL DEVELOPMENT (PRODUCT DEMO AND TRY OUT).....	264	73.1%
4. ON-THE-SPOT COACHING.....	92	25.5%
5. OBSERVATION OF MODEL SITES.....	227	62.9%
VALID CASES.....	361	100.0%
PREFERENCES FOR TRAINING SCHEDULE		
1. IMMEDIATELY AFTER SCHOOL.....	259	71.7%
2. EVENING.....	126	34.9%
3. SATURDAY.....	34	9.4%
4. INSERVICE DAYS.....	314	87.0%
5. SUMMER.....	219	60.7%
6. IN-CLASS COACHING.....	96	26.6%
VALID CASES.....	361	100.0%

BEST COPY AVAILABLE

The type of child served indicated a fairly equitable distribution. One hundred fifty-two (152) respondents indicated they served regular students; another 30 indicated they served students with learning disabilities; 37 served orthopedically handicapped; 12 served students classified as SEM/SED; 1 served students classified as EMH; 18 respondents served students classified as TMH; 7 respondents served students in SMH programs; a total of 32 respondents served students in cross categorical combinations; 30 served students with hearing impairments; 5 served students classified as deaf/blind. Another 5 indicated they served children with autism, visual or speech-language impairments. Six (6) indicated they served gifted students. Thirty-four (34) stated they served other categories. These respondents included administrators, counselors, and college staff. Three (3) individuals did not respond to this item. Table III reflects type of student served.

A further breakdown of the data is shown in Table IV summarizing program description. A total of 31 respondents served in programs for zero to five year old children. Four (4) respondents served infants/toddlers; 16 served in programs for preschoolers; 11 served children in kindergarten. A total of 93 served elementary level students. Specifically, 62 respondents served students in grades 1-3, and 31 served students in grades 4-5. Forty-nine (49) respondents served students in grades 6-8. Students served in grades 9-12 are represented by 61 respondents. Vocational-technical schools, grades 9-12, are represented by 17 respondents. Twenty (20) respondents were administrators representing regular and special education. One (1) respondent served in an agency. Fifteen (15) respondents served in IHEs, 80 respondents indicated they served students in other programs. This group includes counselors, nurses, administrators, and all others who served students across curriculum or grade levels. Five (5) respondents could not be identified by program type. Of these five, one was an instructor at an institution of higher education.

The Needs Assessment Survey addressed nine topical areas: training format, administration and law, pre-referral interventions, diagnosis and assessment, placement and individualized educational programs (IEPs), special curricula, related services, mainstreaming and transition, and review of pupil progress. These prioritized topical areas, in rank order, are shown in Table V.

TABLE III

V. TYPE OF STUDENT SERVED		
AUTISTIC	1	.3%
HEARING IMPAIRED	30	8.1%
DEAF/BLIND	5	1.3%
VISUALLY IMPAIRED	2	.5%
ORTHOPEDICALLY HANDICAPPED	27	7.3%
SPEECH/LANGUAGE IMPAIRED	2	.5%
LD	30	8.1%
SEM	12	3.2%
EMH	1	.3%
TMH	18	4.8%
SMH	7	1.9%
MIXED (TMH/SMH)	20	5.4%
MIXED (EMH/TMH/SMH)	12	3.2%
REGULAR ("NOT IDENTIFIED")	152	40.9%
GIFTED	6	1.6%
OTHER	34	9.1%
MISSING RESPONSES	3	.8%
TOTAL	372	100.0%

TABLE IV

VI. PROGRAM DESCRIPTION		
INFANTS/TODDLERS (BIRTH-2)	4	1.1%
PRESCHOOL (3-4)	16	4.3%
KINDERGARTEN	11	3.0%
GRADES 1-3	62	16.7%
GRADES 4-5	31	8.3%
GRADES 6-8	49	13.2%
GRADES 9-12	61	16.4%
GRADES 9-12/VO-TECH	17	4.6%
COLLEGE/UNIVERSITY	15	4.0%
LEA SUPERV./ADMIN.(SP.ED.)	19	5.1%
LEA SUPERV./ADMIN.(REG.ED.)	1	.3%
AGENCY	1	.3%
OTHER	80	21.5%
MISSING RESPONSES	5	1.3%
TOTAL	372	100.0%

TABLE V

1. Special Curricula/Treatment

   a. Content
      (i) Social skills
      (ii) Reading
      (iii) English/language arts
      (iv) Sensory-motor

   b. Methods
      (i) Adapting/selecting materials
      (ii) Individualizing instruction
      (iii) Cooperative learning/peer tutoring
      (iv) Social skills training
      (v) Behavior modification/computer-assisted instruction (tied)

2. Diagnosis and Assessment

   a. Educational achievement
   b. Intellectual assessment
   c. Emotional adjustment
   d. Adaptive behavior/functional skills
   e. Social adjustment

3. Least Restrictive Environment

   a. Determining LRE
   b. Effectiveness indicators
   c. IEP documentation of LRE
   d. Related services

4. Administration and Law

   a. Training
      (i) Law/regulations for the handicapped
      (ii) Program quality standards for special education
      (iii) Parent involvement in treatment
      (iv) State Administrative Manual/Revision
      (v) Suspected child abuse

   b. Cooperative Agreements with:
      (i) Department of Public Instruction
      (ii) Department of Services for Children, Youth and Their Families

(iii) Division of Child Protective Services
(iv) Department of Health and Social Services

5. Pre-referral Considerations

a. Eligibility criteria
b. Classroom organization/management
c. Cooperative learning
d. Documenting behavioral interventions/ using appropriate materials (tied)

Sub-categories of the CSPD Needs Assessment data are listed under each of the five priorities, in rank order, on page 13 (Table V). Specific data are attached in Appendices II-A through F.

Worthy of mention are the topical areas of placement and IEPs and related services, receiving 25.6% and 25.1% response rates respectively. Each of these areas are closely related to least restrictive environment concerns.

Responses relating to placement and IEPs are shown in Table VI. A summary of the top three responses, in priority order were:

6. Placement and IEPs

a. Formulating annual goals/short-term objectives
b. IEP forms and procedures
c. Effecting mainstreaming
d. Participating in IEP meetings
e. Alternate placements

Likewise, a similar summary of responses relating to related services is reported. These results are shown in Table VII.

7. Related Services

a. Early identification of disabilities
b. Psychological services
c. Parents' role in education
d. Counseling services
e. Physical therapy/occupational therapy/ communication skills (tied)

These findings are based on an analysis of the results of the formal CSPD Needs Assessment Survey. (See Appendix I.) Responses were solicited from a sample of regular teachers, special education teachers at special schools and administrators. Survey data were then presented to members of the CSPD Committee which helped interpret findings and clarify priorities. Moreover, the 1989-90 CSPD Committee contributed to the process of identifying training needs by presenting concerns or information on topics not covered by the survey, for example, the educational surrogate parent program, parent training needs, and personnel supply and demand, among others. Educational surrogate parent and parent needs were assessed by means of separate surveys.

A sub-category reflected by the Needs Assessment Survey that coincides with DPI priorities dictated by the Administrative Manual revision is eligibility criteria. Task forces were formed and completed the revision of categorical definitions and eligibility criteria for each of the various handicapping conditions. Currently, task forces are working on completion of specific guidelines to accompany the eligibility criteria. These task forces are also considering non-categorical classification and delivery of services, at least for handicapped students with mild disabilities.

In addition to the Needs Assessment Survey and given the size of the State, specific requests for inservice and preservice training can be made directly to the staff of the Division for Exceptional Children/Special Programs, DPI. If necessary, these requests are forwarded to the appropriate person and acted on within the context of the overall inservice plan, that is, plans resulting from the combination of Regional Resource Center, EHA-Part B, EHA-Part D and other resources. Another general consideration that contributes to CSPD planning is that of personnel projections which are obtained from the Divisions of Research and Evaluation and Professional Development and Certification. Teacher shortages would have an impact on the overall inservice plan simply because personnel employed to fill these shortages may not be as qualified as those that have full certification.

TABLE VI

PRIORITY CHOICES FOR*
PLACEMENT AND IEP

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. IEP FORMS AND PROCEDURES	38	40.0%
2. DUE PROCESS PROCEDURES	12	12.6%
3. PARTICIPATING IN IEP MEETINGS	31	32.6%
4. FORMULATING ANNUAL GOALS AND SHORT-TERM OBJECTIVES	48	50.5%
5. LEAST RESTRICTIVE ENVIRONMENT	39	41.1%
6. EFFECTING MAINSTREAMING	33	34.7%
7. ALTERNATIVE PLACEMENTS	29	30.5%
8. PRE/VOCATIONAL PROGRAMS	12	12.6%
9. INDIVIDUAL VOCATIONAL PLAN	8	8.4%
10. TRANSITION TO THE WORK PLACE	7	7.4%
11. GRADUATION/DIPLOMA OR CERTIF	3	3.2%
12. EFFECTING MAINSTREAMING	22	23.2%
13. RELATED SERVICES	1	1.1%
14. OTHER	1	1.1%
VALID CASES	95	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "PLACEMENT AND IEP" AS A PREFERRED TRAINING TOPIC

TABLE VII

PRIORITY CHOICES FOR*
RELATED SERVICES

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
INNOVATIONS, PROCEDURES, TECHNIQUES AND STRATEGIES IN:		
1. TRANSPORTATION OF THE HANDICAPPED	3	3.3%
2. AUDIOLOGICAL SERVICES	7	7.7%
3. VISUAL SERVICES	7	7.7%
4. ORIENTATION AND MOBILITY	10	11.0%
5. PSYCHOLOGICAL SERVICES	30	33.0%
6. SPEECH/LANGUAGE SERVICES	18	19.8%
7. PHYSICAL THERAPY AND REHABILITATION	20	22.0%
8. OCCUPATIONAL THERAPY	20	22.0%
9. RECREATION/PHYSICAL EDUCATION	17	18.7%
10. EARLY IDENTIFICATION OF DISABILITIES	35	38.5%
11. COMMUNICATION SKILLS OF CONFERENCING	20	22.0%
12. THE PARENTS ROLE IN EDUCATION	29	31.9%
13. SURROGATE PARENT TRAINING	5	5.5%
14. SCHOOL HEALTH SERVICES	5	5.5%
15. SOCIAL WORK SERVICES	17	18.7%
16. COUNSELING SERVICES	26	28.6%
17. MEDICAL SERVICES	2	2.2%
18. OTHER	2	2.2%
VALID CASES	91	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "RELATED SERVICES" AS A PREFERRED TRAINING TOPIC

BEST COPY AVAILABLE

Personnel data are presented in Tables VIII and IX. These data were obtained from tables in current and past reports of educational statistics published by DPI. The figures show an increase in the number of special education teachers with provisional and limited certificates. Table X and Figure 1 present the number of unfilled vacancies and emergency certificates for all categories of personnel. Implications of this trend will be addressed by the CSPD Committee as part of the 1990/91 agenda.

Further analysis of training needs, by program or teacher type, generally reflect the aggregate needs expressed by all respondents. Data on priortized training needs are attached in Appendix III-A through F.

TABLE VIII

Renewals and New Certificates Issued to Teachers of Exceptional Children

Year	Prof. Status	Initial Standard	Lim. Std.	Prov.	Emerg.	Total
1986/7	127	97	33	23	4	284
1987/8	41	87	78	9	6	221
1988/9	22	51	55	11	2	141

Prof. Status: Issued for five years.
Initial Std.: Initial (5 year) certificate.
Limited Std.: Issued to persons who meet the requirements of the specific certificate and agree to complete the remaining deficiencies towards full certification within a given time period.
Provisional: Issued at the request of a school district to a person who has a college degree and is working for full certification.
Emergency: Issued for one year after August 15 on declaration by a school district of an emergency and with the approval of the Certification Division.

TABLE IX

DEMAND TREND DATA

SPECIAL EDUCATION CLASSROOM TEACHERS, K-12

1972-73 THRU 1988-89

	Special Education Classroom Teachers, K-12								New Special Classroom Teaching Positions	K-12 Special Pupil Enrollment (F.T.E.)	K-12 Special Pupil/Teacher Ratio
	Total		Returning		New		Attrition				
Year	No.	%	No.	%	No.	%	No.	%			
1972-73	454	100.0	384	84.6	70	15.4	-	-	-	5,490	12.1
1973-74	538	100.0	417	77.5	121	22.5	37	8.1	84	6,605	12.3
1974-75	608	100.0	505	83.1	103	16.9	33	6.1	70	7,208	11.9
1975-76	690	100.0	621	90.0	69	10.0	-13	-2.1	82	7,598	11.0
1976-77	734	100.0	653	89.0	81	11.0	37	5.4	44	8,073	11.0
1977-78	845	100.0	720	85.2	125	14.8	14	1.9	111	8,928	10.6
1978-79	875	100.0	753	86.1	122	13.9	92	10.9	30	9,326	10.7
1979-80	987	100.0	879	89.1	108	10.9	-4	-0.5	112	10,030	10.2
1980-81	1,009	100.0	958	94.9	51	5.1	29	2.9	22	9,744	9.7
1981-82	1,011	100.0	967	95.6	44	4.4	42	4.2	2	9,562	9.5
1982-83	1,009	100.0	970	96.1	39	3.9	41	4.1	-2	9,581	9.5
1983-84	1,045	100.0	993	95.0	52	5.0	16	1.6	36	9,864	9.4
1984-85	1,076	100.0	1,004	93.3	72	6.7	41	3.9	31	10,110	9.4
1985-86	1,104	100.0	1,018	92.2	86	7.8	58	5.4	28	10,352	9.4
1986-87	1,160	100.0	1,067	92.0	93	8.0	37	3.4	56	10,413	9.0
1987-88	1,170	100.0	1,109	94.8	61	5.2	51	4.4	10	9,984	8.5
1988-89	1,139	100.0	1,102	96.8	37	3.2	68	5.8	-31	9,523	8.4

TABLE X

TELEPHONE SURVEY
UNFILLED VACANCIES AND EMERGENCY CERTIFICATES

AREA OF CERTIFICATION	NOVEMBER 1, 1987 UNFILLED VACANCIES	NOVEMBER 1, 1987 EMERGENCY CERTIFICATES	NOVEMBER 1, 1988 UNFILLED VACANCIES	NOVEMBER 1, 1988 EMERGENCY CERTIFICATES	NOVEMBER 1, 1989 UNFILLED VACANCIES	NOVEMBER 1, 1989 EMERGENCY CERTIFICATES
ELEMENTARY CLASSROOM TEACHER						
EARLY CHILDHOOD TEACHER	1.0	.			.	.
ELEMENTARY TEACHER	1.0	.	2.0		1.5	.
MUSIC	.	.			0.5	.
ELEMENTARY SPECIAL EDUCATION	3.0	1.0	3.0	1.0	4.0	1.0
TOTAL, ELEMENTARY TEACHERS	5.0	1.0	5.0	1.0	6.0	1.0
SECONDARY CLASSROOM TEACHER						
AGRICULTURE	.	.	.	.	1.0	.
BUSINESS EDUCATION	.	.	.	.	1.0	.
ENGLISH	.	.	.	.	0.5	.
ENGLISH(ESL)	.	2.0	.	.	1.0	.
MATHEMATICS	.	.	.	.	1.0	.
SCIENCE, GENERAL	.	.	.	.	2.0	.
SOCIAL STUDIES	.	.	.	.	1.0	
SCIENCE-BIOLOGY	.	.	1.0	.	.	
SPANISH	.	.	.	.	1.0	1.0
SECONDARY TEACHER-BILINGUAL	.	.	2.0	.	.	.
TRADE & INDUSTRIAL	.	.	.	.	.	2.5
SOCIAL STUDIES	0.5	1.0	.	1.0	0.5	.
SECONDARY SPECIAL EDUCATION	.	.	.	.	3.0	2.0
TOTAL, SECONDARY TEACHERS	0.5	3.0	3.0	1.0	12.0	5.5
TOTAL, ALL CLASSROOM TEACHERS	5.5	4.0	8.0	2.0	18.0	6.5
INSTRUCTIONAL SUPPORT						
BASIC SKILLS-READING SPECIALIST	.	.	.	.	4.5	
COOP. WORK-STUDY SPECIALIST	.	.	.	.	1.0	
GUIDANCE COUNSELOR	1.0	.	.	.	3.0	.
NURSE	.	.	.	.	1.0	.
LIBRARIAN	.	.	.	.	1.0	1.0
OTHER INSTRUCTIONAL SUPPORT	.	.	.	.	2.0	.
TOTAL, INSTRUCTIONAL SUPPORT	1.0	0.0	0.0	0.0	12.5	1.0
PUPIL SUPPORT						
SPEECH AND HEARING THERAPIST			2.0		4.0	.
SCHOOL PSYCHOLOGIST			1.0		.	.
NURSE					.	1.0
TOTAL, PUPIL SUPPORT	0.0	0.0	3.0	0.0	4.0	1.0
TOTAL, ALL SUPPORT	1.0	0.0	3.0	0.0	16.5	2.0
TOTAL	6.5	4.0	11.0	2.0	34.5	8.5

BEST COPY AVAILABLE

UNFILLED VACANCIES AND EMERGENCY CERTIFICATES

1987-88 THRU 1989-90

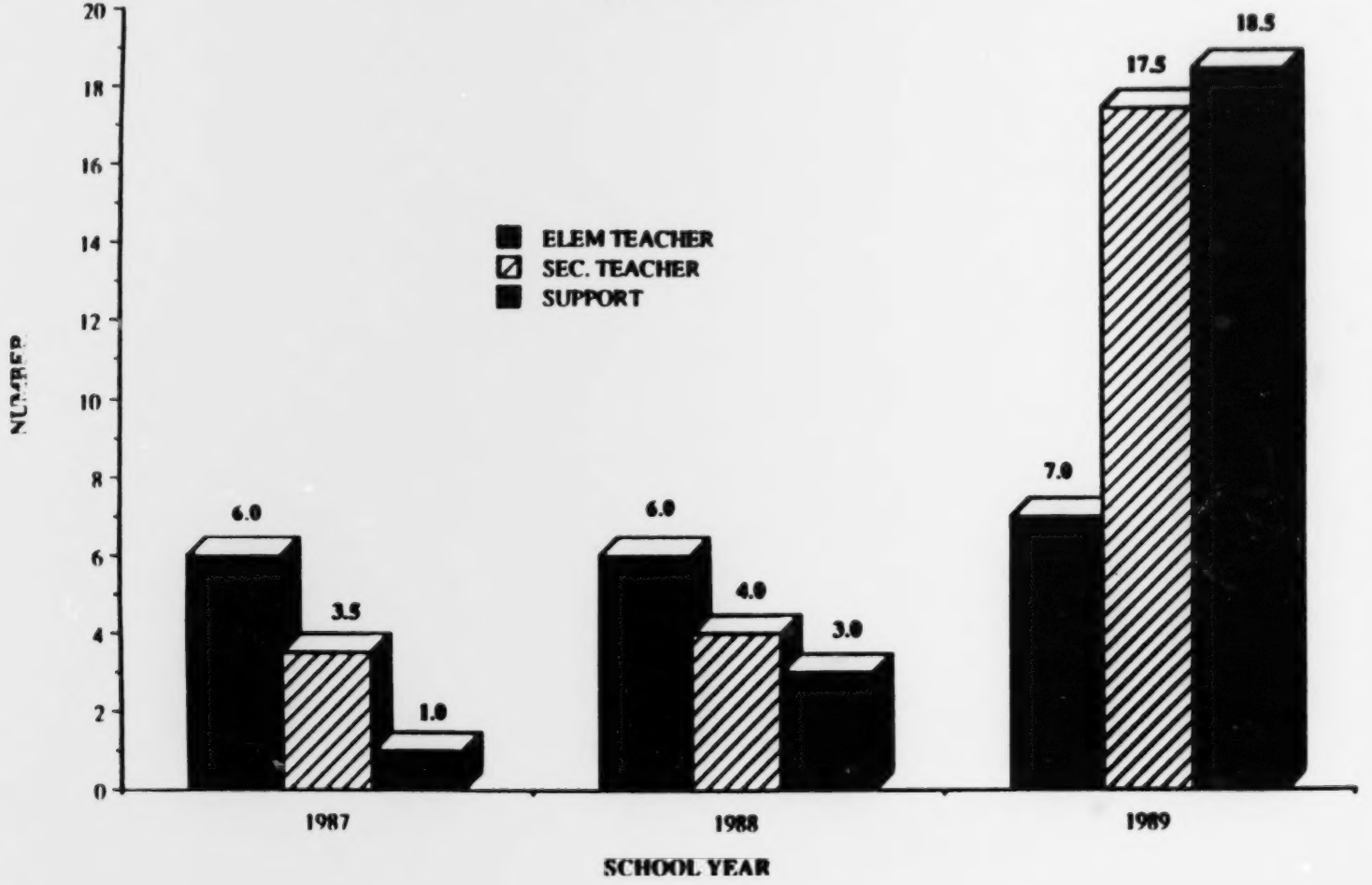

Figure I

Respondents serving hearing impaired students prioritized topical training needs (Appendix III-A). In rank order, these included special curricula/treatment (88.9%), diagnosis and assessment (83.3%), and related services with a 50% response rate.

Respondents serving deaf-blind students (Appendix III-B) indicated delineated their training priorities. They selected, in rank order, special curricula/treatment (100.0%), administration and law (80.0%), and review of pupil progress (60.0%).

Training needs prioritized by those respondents serving orthopedically handicapped (Appendix III-C) indicated prioritized topical training needs in the areas of special curricula/ treatment (64.3%), diagnosis and assessment (42.9%), and least restrictive environment and placement and IEPs (tied), with a 35.7% response rate respectively.

Of those respondents serving mentally handicapped students (Appendix III-D), the top three topic areas expressed as needs for training were special curricula/treatment (48.8%), transition (36.6%), least restrictive environment and placement and IEPs (tied), each with a 34.1% response rate, and diagnosis and assessment (31.7%).

Interestingly enough, regular education teachers (Appendix III-E), prioritized similar topical training needs to those of special educators. Their selections were pre-referral considerations and special curricula/treatment (tied), with a 50.7% response rate respectively, diagnosis and assessment (42.5%), administration and law (27.6%), and review of pupil progress (25.4%).

Administrators (Appendix III-F), as a group, also were targeted to prioritize their top three topic areas for training. Their selections, in rank order, were administration and law (68.6%), special curricula/treatment and least restrictive environment (tied), each with a 40.0% response rate, and vocational education (34.3%).

As a group, special and regular teachers tended to concur on topical training priorities. Administrators corroborated these training needs.

Preservice staff at Delaware State College and the University of Delaware were included in assessment of training needs. The data collection process was identical to that utilized for inservice educators with the exception that surveys were disseminated through the CSPD Chairpersons at Delaware State

College and the University of Delaware to the respective staff members; at Wesley College and Wilmington College, through Education Department chairpersons (n=16).

An analysis of preservice data yielded the following information in relation to preference for format, trainers, and training schedule (Table XI) by the top priorities in rank order.

1. Preference for Presentation Format

   a. Mini-course (1 inservice credit or less)
   b. Topical conference
   c. Formal course (1 or more inservice credits or college course/customized inservice (tied)

2. Preference for Trainer

   a. University/college faculty
   b. National leaders/school practitioner (tied)
   c. State agency personnel

3. Preference for Presenter

   a. Knowledge and information
   b. Problem-solving
   c. Observation of model sites
   d. Skill development
   e. On-the-spot coaching

4. Preference for Training Schedule

   a. Summer
   b. Immediately after school/evening (tied)
   c. Inservice days
   d. Saturday

As compared with the total group, a difference was observed in preferences expressed by instructors at institutions of higher education. Specifically, primary preferences for trainers and presenters involved categories not listed by other groups. A shift in the primary preference in training schedule was also noted. The top priority of preservice staff for training schedule revealed a reverse in schedule preference expressed by other groups.

Table XII identified prioritized needs of three topical areas as expressed by instructors at higher education institutions, by rank order. Their selections were special curricula/treatment (73.3%), diagnosis and assessment (53.3%), and pre-referral considerations and least restrictive environment, tied with a 33.3% response rate respectively. These prioritized topical areas are similar to those selected by all other groups.

TABLE XI

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
PREFERENCES FOR PRESENTATION FORMATS		
1. MINI-COURSES (1 INSV. CR. OR LESS).....	12	85.7%
2. FORMAL COURSES (1+ INSV. CR. OR.....	8	57.1%
3. TOPICAL CONFERENCE.....	11	78.6%
4. CUSTOMIZED DISTRICT INSERVICE.....	3	21.4%
5. CUSTOMIZED SCHOOL INSERVICE.....	5	35.7%
VALID CASES.....	14	100.0%
PREFERENCES FOR TRAINERS(S)		
1. SCHOOL PRACTITIONERS.....	9	64.3%
2. UNIVERSITY/COLLEGE FACULTY.....	12	85.7%
3. PARENTS OR ADVOCATES.....	1	7.1%
4. STATE AGENCY PERSONNEL.....	4	28.6%
5. NATIONAL LEADERS.....	9	64.3%
6. LEGAL EXPERTS.....	1	7.1%
7. PRIVATE AGENCY PERSONNEL.....	2	14.3%
8. FEDERAL AGENCY PERSONNEL.....	2	14.3%
VALID CASES.....	14	100.0%
PREFERENCES FOR PRESENTOR(S)		
1. KNOWLEDGE AND INFORMATION (LECTURE,PANEL,.....	10	76.9%
2. PROBLEM SOLVING (BRAINSTORMING,.....	9	69.2%
3. SKILL DEVELOPMENT (PRODUCT DEMO AND TRY OUT).....	6	46.2%
4. ON-THE-SPOT COACHING.....	5	38.5%
5. OBSERVATION OF MODEL SITES.....	7	53.8%
VALID CASES.....	13	100.0%
PREFERENCES FOR TRAINING SCHEDULE		
1. IMMEDIATELY AFTER SCHOOL.....	7	58.3%
2. EVENING.....	7	58.3%
3. SATURDAY.....	4	33.3%
4. INSERVICE DAYS.....	5	41.7%
5. SUMMER.....	9	75.0%
6. IN-CLASS COACHING.....	3	25.0%
VALID CASES.....	12	100.0%

TABLE XII

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TOPIC PREFERENCES		
1. ADMINISTRATION AND LAW	1	6.7%
2. PRE-REFERRAL CONSIDERATIONS	5	33.3%
3. DIAGNOSIS & ASSESSMENT	8	53.3%
4. PLACEMENT AND IEPs	1	6.7%
5. RELATED SERVICES	2	13.3%
6. SPECIAL CURRICULA/TREATMENT	11	73.3%
7. LEAST RESTRICTIVE ENVIRONMENT	5	33.3%
8. TRANSITION	3	20.0%
9. REVIEW OF PUPIL PROGRESS	4	26.7%
10. VOCATIONAL EDUCATION	3	20.0%
11. OTHER	2	13.3%
VALID CASES	15	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

Of those preservice instructors selecting special curricula/treatment as a top priority, the following sub-categories (Table XIII) were identified as training needs:

1. Special curricula/treatment

   a. Content
      (i) English/writing (tied)
      (ii) Career exploration/vocational/pre-vocational (tied)
      (iii) Arts/health education/mathematics/reading/ sensory-motor/social skills (tied)

   b. Methods
      (i) Selecting/Adapting materials/individualizing instruction/classroom management/selecting effective software (tied)
      (ii) Grouping for instruction/normal language development (tied)

Preservice staff members identified diagnosis and assessment as their second topical training priority. Of those instructors selecting this area, the following sub-categories (Table XIV) were identified as training needs. Ranked priorities and ranked sub-categories are listed below.

2. Diagnosis and Assessment

   a. Social adjustment
   b. Adaptive Behavior/Functional skills (tied)
   c. Educational/Intellectual Achievement/Vocational abilities/Speech/Language Function (tied)

The third priority for training reported by preservice instructors was administration and law. Of those instructors selecting this area, the following training needs (Table XV) were identified:

3. Pre-referral considerations

   a. Relating to Cultural Minorities

   b. Using Appropriate Materials/Collecting Performance Data/Observation Techniques/ Alternatives to Special Education (tied)

TABLE XIII

PRIORITY CHOICES FOR*
SPECIAL CURRICULA/TREATMENT

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
CONTENT AREA:		
1. ADAPTIVE PHYSICAL EDUCATION	1	9.1%
3. ARTS	2	18.2%
6. CAREER EXPLORATION	3	27.3%
8. ENGLISH/LANGUAGE ARTS	4	36.4%
9. HEALTH EDUCATION	2	18.2%
11. INDUSTRIAL ARTS	1	9.1%
12. MATHEMATICS	2	18.2%
14. READING	2	18.2%
15. SCIENCE	1	9.1%
16. SENSORY-MOTOR	2	18.2%
18. SOCIAL SKILLS	2	18.2%
19. SOCIAL STUDIES	1	9.1%
20. TECHNOLOGY	1	9.1%
22. VOCATION/PRE-VOC	3	27.3%
23. WRITING	4	36.4%
VALID CASES	11	100.0%
METHODS/INTERVENTIONS:		
1. SELECTING EFFECTIVE MATERIALS	3	37.5%
2. ADAPTING MATERIALS	3	37.5%
3. INDIVIDUALIZING INSTRUCTION	3	37.5%
4. GROUPING FOR INSTRUCTION	2	25.0%
5. CLASSROOM MANAGEMENT	3	37.5%
6. BEHAVIOR MODIFICATION	1	12.5%
7. NORMAL LANGUAGE DEVELOPMENT	2	25.0%
8. COMPUTER-ASSISTED INSTRUCTION	1	12.5%
9. COMPUTER-MANAGED INSTRUCTION	1	12.5%
10. SELECTING EFFECTIVE SOFTWARE	1	12.5%
12. COOPERATIVE LEARNING/PEER TUTORING	3	37.5%
13. SOCIAL SKILLS TRAINING	1	12.5%
VALID CASES	8	100.0%

BEST COPY AVAILABLE

TABLE XIV

PRIORITY CHOICES FOR*
DIAGNOSIS AND ASSESSMENT

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. EDUCATIONAL ACHIEVEMENT	3	37.5%
2. VOCATIONAL ABILITIES	3	37.5%
3. INTELLECTUAL ASSESSMENT	3	37.5%
4. ADAPTIVE BEHAVIOR/FUNCTIONAL SKILLS	4	50.0%
5. SPEECH/LANGUAGE FUNCTION	3	37.5%
6. EMOTIONAL ADJUSTMENT	1	12.5%
7. SOCIAL ADJUSTMENT	6	75.0%
8. SENSORY MOTOR FUNCTION	1	12.5%
VALID CASES	8	100.0%

TABLE XV

PRIORITY CHOICES FOR*
PRE-REFERRAL CONDSIDERATIONS

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
2. DOCUMANTING EFFECTIVE TEACHING.....	1	20.0%
4. USING APPROPRIATE MATERIALS.....	2	40.0%
5. COLLECTING PERFORMANCE DATA.....	2	40.0%
6. CLASSROOM ORGANIZATION/MANAGEMENT.....	1	20.0%
7. OBSERVATION TECHNIQUES.....	2	40.0%
8. CURRICULUM-BASED ASSESSMENT.....	1	20.0%
10. COOPERATIVE LEARNING.....	1	20.0%
11. RELATING TO CULTURAL MINORITIES.....	3	60.0%
12. ALTERNATIVES TO SPECIAL EDUCATION.....	2	40.0%
VALID CASES.....	5	100.0%

A significant, fourth priority was least restrictive environment. Of those instructors selecting this area, the following training needs (Table XVI) were identified:

4. Least Restrictive Environment

   a. Determining LRE
   b. Effectiveness Indicators/Related Services (tied)
   c. IEP Documentation of LRE

Preservice staff members, therefore recognized similar training needs as the majority of other target groups. However, they would extend diagnosis and assessment to include vocational abilities and speech/language function.

Additional information for this group is on file. These data may be obtained, by request, from the Delaware Department of Public Instruction, Division of Exceptional Children/Special Programs.

TABLE XVI

PRIORITY CHOICES FOR*
LEAST RESTRICTIVE ENVIRONMENT

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. DETERMINING LRE	5	100.0%
2. IEP DOCUMENTATION OF LRE	2	40.0%
3. EFFECTIVENESS INDICATORS	4	80.0%
4. RELATED SERVICES	4	80.0%
VALID CASES	5	100.0%

Inservice and Preservice Training Plans. Inservice and preservice training needs are determined by the CSPD committee based upon prioritized results obtained from the annual training needs assessment survey. For the 1990-91 school year, the inservice prioritized needs were: (1) special curricula/treatment; (2) diagnosis and assessment; (3) least restrictive environment; (4) administration and law, and; (5) pre-referral considerations. Preservice priorities were: (1) special curricula/treatment; (2) diagnosis and assessment, and; (3) pre-referral considerations and LRE. The Committee, through an ad hoc task force, plans for needed training, set objectives, determines resources for implementation, and evaluates programs. The CSPD chairperson is charged with overseeing the execution of these plans as prescribed in the State Plan.

Frequently, EHA-Part B funds are utilized for training. Additionally, a number of training needs pinpointed by the CSPD Needs Assessment Survey are addressed in the EHA-Part D grant proposal, which has been approved for $75,000 during fiscal year '90/91. Along with ECIA I (H), early childhood, local funds, and/or shared arrangements with districts, these fiscal resources supplement each other in the provision of training to the annually determined target audiences.

The specific goals for the approved EHA-Part D project are listed below:

Goal 1: To inform teachers and administrators of the changes in the State Administrative Manual.

Objective 1: To explain/describe the doctrine of the Least Restrictive Environment and how LRE may be effected and documented.

Objective 2: To prepare relevant administrators for the Comprehensive Compliance Monitoring System.

Objective 3: To assist districts by informing teachers and administrators of revised Procedural Safeguards.

Goal 2: To provide special and regular education teachers with inservice training reflecting curricular and pre-referral priorities.

Objective 1: To improve program/treatment quality by providing a summer training

conference and follow-up institutes (on-site coaching) that address classroom management issues as well as remedial reading and material adaptations.

Objective 2: To provide inservice training addressing vocational assessment and educational achievement for exceptional students.

Objective 3: To provide training for regular and special teachers in the area of reading for mainstreamed handicapped students.

Goal 3: To increase the pool of trained educational surrogate parents, especially for school districts experiencing shortages.

Goal 4: To provide training for Human Rights and Peer Review Committees.

Dissemination and Adoption. CSPD requirements mandate the acquisition and dissemination of significant information derived from research, demonstration projects, and promising educational practices/materials. "Each annual program plan must include a description of the State's procedures for acquiring, reviewing, and disseminating to general and special educational instructional and support personnel...significant information and promising practices derived from educational research, demonstration, and other projects: (CFR 300.384).

The federal regulations specify the meaning of dissemination as:

1. Making those personnel, administrators, agencies, and organizations aware of the information and practices;
2. Training designed to enable the establishment of innovative programs and practices targeted on identified local needs; and
3. Use of instructional materials and another media for personnel development and instructional programming.

A description of the procedures used in Delaware to acquire, review, and disseminate significant information follows. In the mid-70s, Delaware received a grant from the National Institute of Education for research and information

dissemination. A portion of these funds were used to support an Information Search and Retrieval Unit, which exists currently on a subscriber basis instead of grant funds. By making a phone call or writing a letter, any educator in the State can access 240 data bases (e.g., ERIC, Psychological Abstracts). In addition, any educator has access to the total ERIC microfiche collection, approximately 150 educational journals and 3,500 books. This service is free to the consumer.

In 1984, the Department of Public Instruction's Exceptional Children/Special Programs Division began recognizing effective programs, practices, and ideas for handicapped students. These promising practices are disseminated through the Delaware Learning Resource System (DLRS). As a result, service providers can use the programs of Project IDEA (Identifying & Disseminating Educational Alternatives) to improve services in their own schools. These practices can also be adopted in or adapted for other settings.

The review and selection document, and the public information brochure have recently undergone revision. Each year promising practices are nominated, reviewed for quality and appropriateness, and selections made by the review committee. Several types of awards are made, including significant monetary awards to assist practices that are responsive to major issues in special education. It may be possible for a portion of the award to be spent in the nominator's classroom or program, if applicable. Other possibilities are preparation of informational brochures and public presentations at conferences and meetings.

The Delaware Learning Resource System (DLRS) provides resources and services to assist in educating handicapped children and youth. This system includes a network of four centers located across the State. DLRS Center services are available to:

(a) acquire and maintain a collection of instructional materials for short-term loan to educational personnel, parents, students, and organizations;
(b) provide information on commercially available instructional assessment materials;
(c) provide the opportunity for educational computer software previews and maintain an instructional technology center;
(d) assist school districts, parents, and educational organizations with planning and implementing inservice and preservice programs, staff development workshops, and educational conferences;
(e) disseminate information on promising special education practices, as well as services and resources available for exceptional children in the State;
(f) maintain a computerized database of the client registry, the acquisition inventory, and the circulation of materials for students with handicaps.

The DLRS Centers review, acquire, circulate, and disseminate information about instructional materials primarily, and to a lesser extent assist with software preview/assistive devices. Although dissemination of information is accomplished by means of a variety of methods, the most far-reaching method is the publication and distribution of a catalog of center holdings. That collection now includes approximately 22,000 items, largely supplemental instructional materials. About 5,000 clients are registered users of the centers and receive the catalog; many of these clients are parents. During the 1989/90 school year, more than 17,000 items were circulated by these centers.

Besides circulating actual materials, the DLRS Centers publish and distribute a newsletter to all educational staff, both public and private, in the State three times a year. This newsletter, Spotlight on Education, contains information about innovative practices that work. Upon occasion the newsletter contains research summaries that could have a significant impact on the treatment of students with handicaps. The newsletter includes an annotated bibliography of newly acquired materials in each center.

One of the centers, located on the campus of the University of Delaware, serves as a supplement to the preservice and inservice training offered at the College of Education. In May 1987 this center opened a demonstration site, Center for Technology, that houses assistive devices and adaptive equipment for use by the severely handicapped.

Centers have expanded their collection of materials and services in the areas of English as a second language, vocational/transitional education, and adult basic education. Clients, both parents and educators, are taking advantage of these resources.

Evaluation. Evaluation within the context of CSPD consists of two endeavors, namely, quantitative and qualitative evaluation related to accomplishment of training goals and objectives as well as to value to participants. Evaluation of training is enabled through the development of specific goals and objectives toward which qualitative evaluation is targeted. Preparation of evaluation forms enables post training evaluation by participants. Quantitative evaluation involves a summary of demographic data along with reporting of funding sources, dollar amounts, among other considerations. These reports are developed by the initiator of training, and submitted to the CSPD chairperson in the EC/SP Division. All evaluation activities will be conducted in concert with the requirements of the State Plan.

Evaluation is conducted for all part EHA-D funded workshops and institutes following initial training. Depending upon need, follow-up evaluation is conducted to determine functioning and/or future need in addition to initial evaluation including participant perceptions of the presenter and content.

Evaluation of training for EHA-Part B funded workshops involves evaluation following initial training, and may involve follow-up evaluation, based on need, to determine functioning and future direction.

Local district and agency project applications funded by Chapter I (H), (116b.21), are evaluated as prescribed by Federal requirements and specified in project applications. These projects are approved by supervisors designated by the Director of EC/SP Division.

Early childhood training is conducted under Public Law 99-457 funding and evaluated under similar procedures used for other funding sources.

Additional evaluations are conducted by EC/SP staff as a part of local district and agency compliance monitoring (CCMS) and technical assistance requests. Examples of technical assistance are agreements tied to requests from local districts and agencies related to: development and implementation of IEPs; development of LRE plans; development of local education agency operational plan; interpretation of newly revised definitions and eligibility criteria; development and implementation of birth to two services; program evaluation; development of transition plans and resources; improvement of vocational/special education partnerships, and; recruitment of speech pathologists.

STATE OF DELAWARE

APPENDIX I

DEPARTMENT OF PUBLIC INSTRUCTION

EXCEPTIONAL CHILDREN/SPECIAL PROGRAMS DIVISION

ANNUAL TRAINING NEEDS SURVEY - 1990

JUSTIFICATION: **Public Law 94-142 requires the establishment of a Comprehensive System of Personnel Development and inservice training based on an annual needs assessment. This survey is part of that needs assessment.**

District Code ☐☐

School Code ☐☐☐

Agency: _____

☐☐☐ - ☐☐ - ☐☐☐☐

Last 4 Digits of your Soc. Sec. No.

GENERAL INFORMATION

I. ☐ Your sex. (Fill box with the number matching your answer.)

1. Male 2. Female

II. ☐ Your race. (Fill box with the number matching your answer.)

1. American Indian
2. Asian American
3. Black
4. Hispanic
5. White

III. ☐☐ Your age. (Optional)

IV. ☐☐ Your employment/interest status: (Fill box with number matching selection.)

1. Special Education Teacher
2. Regular Education Teacher
3. Vocational Teachers
4. Specialty Teacher (e.g., Art, Music, Phys. Ed., etc.)
5. Adult Education Teacher
6. Interpreter-Tutor
7. Librarian, Media Specialist
8. Instructional Aide
9. Administrator
10. Professor/Instructor
11. Student/Student Teacher
12. Counselor/Human Relations/Social Worker
13. Therapist (OT, PT, ST, O + M)
14. Nurse
15. Psychologist, Psychometrist
16. Educational Diagnostician
17. Parent/Surrogate Parent
18. Other: _____ (Fill in Blank)

V. ☐☐ Type of student you serve primarily:

1. Autistic
2. Hearing Impaired
3. Deaf/Blind
4. Visually Impaired
5. Orthopedically Handicapped
6. Speech/Language Impaired
7. LD
8. SEM
9. EMH
10. TMH
11. SMH
12. Mixed (TMH/SMH)
13. Mixed (EMH/TMH/SMH)
14. Regular ("not identified")
15. Gifted
16. Health Impaired
17. Other: _____ (Fill in Blank)

VI. ☐☐ Which of the following best describes your program? (Fill box with the number matching your answer.)

1. Infants/Toddlers (Birth -2)
2. Preschool (3-4)
3. Kindergarten
4. Grades 1-3
5. Grades 4-5
6. Grades 6-8
7. Grades 9-12
8. Grades 9-12/Vo-Tech.
9. ABE/GED
10. College/University
11. LEA Superv./Admin. (Sp. Ed.)
12. LEA Superv./Admin. (Reg. Ed.)
13. Agency
14. Other: _____ (Fill in Blank)

BEST COPY AVAILABLE

VII. ☐ Certification Status:

1. Standard
2. Limited Standard
3. Provisional
4. Emergency
5. Permit

VIII. ☐☐ Years of Experience in Present Position:

TRAINING FORMAT: FILL BOXES WITH THE NUMBER WHICH MATCH YOUR TOP THREE PREFERENCES

IX. ☐☐☐ The presentation formats I prefer are:

1. Mini-courses (1 inservice credit or less)
2. Formal courses (more than 1 inservice credit or college course)
3. Topical conference
4. Customized district inservice
5. Customized school inservice

X. ☐☐☐ My preference(s) for trainer(s) is/are:

1. School practitioners
2. University/college faculty
3. Parents or advocates
4. State agency personnel
5. National leaders
6. Legal experts
7. Private agency personnel
8. Federal agency personnel

XI. ☐☐☐ The type(s) of presentation(s) I prefer is/are:

1. Knowledge and information (lecture, panel discussion, symposium)
2. Problem solving (roundtable, brainstorming, role play, simulation)
3. Skill development (product demonstration and try out)
4. On-the-spot coaching
5. Observation of model sites

XII. ☐☐☐ I prefer training:

1. Immediately after school
2. Evening
3. Saturday
4. Inservice days
5. Summer
6. In-class coaching

TOPICAL AREAS

XIII. ☐☐☐ Which of the following topical areas of special education reflect your training needs? (Fill boxes with the numbers matching your top three needs.)

1. Administration and Law
2. Pre-referral Considerations
3. Diagnosis & Assessment
4. Placement and IEPs
5. Related Services
6. Special Curricula/Treatment
7. Least Restrictive Environment
8. Transition
9. Review of Pupil Progress
10. Vocational Education
11. _____ (Fill in Blank)

For the remainder of this survey, fill in the boxes with the numbers of your *top three priorities*. You need only complete those sections you identified as needs in Item XIII. above.

ADMINISTRATION AND LAW

XIV

1. Law/Regulations for the Handicapped
2. State Administrative Manual/Revisions
3. Certification Standards for Special Educators
4. Program Quality Standards for Special Education
5. Parent Involvement in Treatment Programs
6. Maintenance and Disclosure of Student Data
7. Procedural Safeguards in the IPRD Process
8. Suspension and Expulsion
9. Peer Review and Human Rights
10. Suspected Child Abuse
11. Communicable Diseases

Cooperative agreements with:

XV.

1. Department of Public Instruction
2. Department of Correction
3. Department of Health and Social Services
4. Division of Mental Retardation
5. Division of Public Health
6. Division for the Visually Impaired
7. Division of Vocational Rehabilitation
8. Department of Services for Children, Youth and their Families
9. Division of Child Protective Services
10. Division of Child Mental Health
11. Division of Youth Rehabilitation Services
12. Youth Diagnostic Center
13. School District(s)
14. Higher Education Institutions
15. Other: _____ (Fill in Blank)

PRE-REFERRAL CONSIDERATIONS

XVI.

1. Eligibility Criteria
2. Documenting Effective Teaching
3. Documenting Behavioral Interventions
4. Using Appropriate Materials
5. Collecting Performance Data
6. Classroom Organization/Management
7. Observation Techniques
8. Curriculum-Based Assessment
9. Tutoring Programs
10. Cooperative Learning
11. Relating to Cultural Minorities
12. Alternatives to Special Education
13. Other Agency Participation

BEST COPY AVAILABLE

DIAGNOSIS AND ASSESSMENT

XVII. Selection, Administration, and Interpretation of Measures of:

1. Educational Achievement
2. Vocational Abilities
3. Intellectual Assessment
4. Adaptive behavior/ Functional Skill
5. Speech/Language Function
6. Emotional Adjustment
7. Social Adjustment
8. Sensory Motor Function
9. Auditory Function
10. Visual Function

PLACEMENT AND IEP

XVIII.

1. IEP Forms and Procedures
2. Due Process Procedures
3. Participating in IEP Meetings
4. Formulating Annual Goals and Short-term Objectives
5. Least Restrictive Environment
6. Mainstreaming
7. Alternative Placements
8. Pre/Vocational Programs
9. Individual Vocational Plan
10. Transition to the Work place
11. Graduation/Diploma or Certif.
12. Effecting Mainstreaming
13. Related Services
14. Other: _____

_____
(Fill in Blank)

RELATED SERVICES

XIX. Innovations, Procedures, Techniques and Strategies in:

1. Transportation of the Handicapped
2. Audiological Services
3. Visual Services
4. Orientation and Mobility
5. Psychological Services
6. Speech/Language Services
7. Physical Therapy and Rehabilitation
8. Occupational Therapy
9. Recreation/Physical Education
10. Early Identification of Disabilities
11. Communication Skills for Conferencing
12. The Parent's Role in Education
13. Surrogate Parent Training
14. School Health Services
15. Social Work Services
16. Counseling Services
17. Medical Services
18. Other: _____

SPECIAL CURRICULA/TREATMENT

Identify Needs in Both Content Area and Special Methods/Interventions

Content Area

XX. ☐☐☐

1. Adaptive Physical Education
2. Agriculture
3. Arts
4. Bilingual/Foreign Language
5. Business & Office
6. Career Exploration
7. Driver Education
8. English/Language Arts
9. Health Education
10. Home Economics
11. Industrial Arts
12. Mathematics
13. Music
14. Reading
15. Science
16. Sensory-Motor
17. Sex Education
18. Social Skills
19. Social Studies
20. Technology
21. Trades & Industry
22. Vocation/Pre-Voc.
23. Writing
24. Other: _____
_____

Methods/Interventions

XXI. ☐☐☐

1. Selecting Effective Materials
2. Adapting Materials
3. Individualizing Instruction
4. Grouping for Instruction
5. Classroom Management
6. Behavior Modification
7. Normal Language Development
8. Computer-Assisted Instruction
9. Computer-Managed Instruction
10. Selecting Effective Software
11. Microcomputer Peripherals
12. Cooperative Learning/Peer Tutoring
13. Social Skills Training
14. Psychotherapy/Counseling
15. Other: _____
_____

(Fill in Blank)

LEAST RESTRICTIVE ENVIRONMENT

XXII. ☐☐☐

1. Determining LRE
2. IEP Documentation of LRE
3. Effectiveness Indicators
4. Related Services
5. Other: _____
_____

(Fill in Blank)

TRANSITION

XXIII. ☐☐☐

1. Interagency Cooperation/Coordination in Service Delivery
2. Adult Agencies & Service Providers
3. Children's Agencies
4. Transitional Planning (Readiness & Preparation)
5. School to Work Transition
6. Transition to a Less/More Restrictive Placement
7. Developing Special Ed/Vocational Ed Partnerships
8. Supported Employment

BEST COPY AVAILABLE

REVIEW OF PUPIL PROGRESS

XXIV.
1. Developing Evaluative Criteria for Measuring Student Progress
2. Monitoring and Keeping Records
3. Revising Instructional and Related Service Programs
4. Communicating with Parents
5. Peer Review/Human Rights Committees
6. Special Education "Drop-Out"

VOCATIONAL EDUCATION

XXV.
1. Prevocational Education
2. Work Study
3. Assessment
4. Teaching Basic Skills
5. Supportive Employment
6. Other: _____

PLEASE ADD ANY COMMENTS THAT WOULD HELP CLARIFY YOUR TRAINING NEEDS.

_____

_____

_____

_____

_____

PLEASE RETURN COMPLETED FORM TO:

DUE DATE: _____

Dr. Carl M. Haltom, State Director
Exceptional Children/Special Programs Division
State Dept. of Public Instruction
P.O. Box 1402, Townsend Building
Dover, DE 19903 Tele: 736-5471
DOC. #XEC-205-588

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TOPIC PREFERENCES		
1. ADMINISTRATION AND LAW	105	28.3%
2. PRE-REFERRAL CONSIDERATIONS	100	27.0%
3. DIAGNOSIS & ASSESSMENT	141	38.0%
4. PLACEMENT AND IEPs	95	25.6%
5. RELATED SERVICES	93	25.1%
6. SPECIAL CURRICULA/TREATMENT	194	52.3%
7. LEAST RESTRICTIVE ENVIRONMENT	112	30.2%
8. TRANSITION	80	21.6%
9. REVIEW OF PUPIL PROGRESS	85	22.9%
10. VOCATIONAL EDUCATION	61	16.4%
11. OTHER	13	3.5%
VALID CASES	371	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
SPECIAL CURRICULA/TREATMENT

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
CONTENT AREA:		
1. ADAPTIVE PHYSICAL EDUCATION	24	12.8%
2. AGRICULTURE	5	2.7%
3. ARTS	12	6.4%
4. BILINGUAL/FOREIGN LANGUAGE	11	5.9%
5. BUSINESS & OFFICE	4	2.1%
6. CAREER EXPLORATION	29	15.4%
8. ENGLISH/LANGUAGE ARTS	47	25.0%
9. HEALTH EDUCATION	19	10.1%
10. HOME ECONOMICS	3	1.6%
11. INDUSTRIAL ARTS	3	1.6%
12. MATHEMATICS	30	16.0%
13. MUSIC	7	3.7%
14. READING	60	31.9%
15. SCIENCE	20	10.6%
16. SENSORY-MOTOR	43	22.9%
17. SEX EDUCATION	17	9.0%
18. SOCIAL SKILLS	61	32.4%
19. SOCIAL STUDIES	20	10.6%
20. TECHNOLOGY	28	14.9%
21. TRADES & INDUSTRY	10	5.3%
22. VOCATION/PRE-VOC	30	16.0%
23. WRITING	38	20.2%
24. OTHER	14	7.4%
VALID CASES	188	100.0%
METHODS/INTERVENTIONS:		
1. SELECTING EFFECTIVE MATERIALS	62	39.2%
2. ADAPTING MATERIALS	63	39.9%
3. INDIVIDUALIZING INSTRUCTION	51	32.3%
4. GROUPING FOR INSTRUCTION	26	16.5%
5. CLASSROOM MANAGEMENT	34	21.5%
6. BEHAVIOR MODIFICATION	40	25.3%
7. NORMAL LANGUAGE DEVELOPMENT	18	11.4%
8. COMPUTER-ASSISTED INSTRUCTION	40	25.3%
9. COMPUTER-MANAGED INSTRUCTION	11	7.0%
10. SELECTING EFFECTIVE SOFTWARE	19	12.0%
11. MICROCOMPUTING PERIPHERALS	5	3.2%
12. COOPERATIVE LEARNING/PEER TUTORING	47	29.7%
13. SOCIAL SKILLS TRAINING	41	25.9%
14. PSYCHOTHERAPAY/COUNSELING	12	7.6%
15. OTHER	3	1.9%
VALID CASES	158	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "SPECIAL CURRICULA/TREATMENT" AS A PREFERRED TRAINING TOPIC

PRIORITY CHOICES FOR*
DIAGNOSIS AND ASSESSMENT

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. EDUCATIONAL ACHIEVEMENT	79	56.0%
2. VOCATIONAL ABILITIES	28	19.9%
3. INTELLECTUAL ASSESSMENT	74	52.5%
4. ADAPTIVE BEHAVIOR/FUNCTIONAL SKILLS	56	39.7%
5. SPEECH/LANGUAGE FUNCTION	29	20.6%
6. EMOTIONAL ADJUSTMENT	59	41.8%
7. SOCIAL ADJUSTMENT	55	39.0%
8. SENSORY MOTOR FUNCTION	20	14.2%
9. AUDITORY FUNCTION	11	7.8%
10. VISUAL FUNCTION	7	5.0%
VALID CASES	141	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "DIAGNOSIS AND ASSESSMENT" AS A PREFERRED TRAINING TOPIC

BEST COPY AVAILABLE

PRIORITY CHOICES FOR*
LEAST RESTRICTIVE ENVIRONMENT

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. DETERMINING LRE	101	92.7%
2. IEP DOCUMENTATION OF LRE	65	59.6%
3. EFFECTIVENESS INDICATORS	96	88.1%
4. RELATED SERVICES	52	47.7%
5. OTHER	6	5.5%
VALID CASES	109	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "LEAST RESTRICTIVE ENVIRONMENT" A PREFERRED TRAINING TOPIC

PRIORITY CHOICES FOR*
ADMINISTRATION AND LAW

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. LAW/REGULATIONS FOR THE HANDICAPPED.....	64	61.5%
2. STATE ADMINISTRATIVE MANUAL/REVISIONS...	31	29.8%
3. CERTIFICATION STANDARDS FOR SPECIAL EDUCATORS.....	24	23.1%
4. PROGRAM QUALITY STANDARDS FOR SPECIAL EDUCATION.....	46	44.2%
5. PARENT INVOLVEMENT IN TREATMENT PROGRAMS	34	32.7%
6. MAINTENANCE AND DISCLOSURE OF STUDENT DATA.....	14	13.5%
7. PROCEDURAL SAFEGUARDS IN THE THE IPRD PROCESS.....	12	11.5%
8. SUSPENSION AND EXPULSION.....	21	20.2%
9. PEER REVIEW AND HUMAN RIGHTS.....	16	15.4%
10. SUSPECTED CHILD ABUSE.....	30	28.8%
11. COMMUNICABLE DISEASES.....	9	8.7%
VALID CASES.....	104	100.0%
COOPERATIVE AGREEMENTS WITH:		
1. DEPT. OF PUBLIC INSTRUCTION.....	36	46.8%
2. DEPT. OF CORRECTION.....	7	9.1%
3. DEPT. OF HEALTH AND SOCIAL SERVICES.....	26	33.8%
4. DIV. OF MENTAL RETARDATION.....	9	11.7%
5. DIV. OF PUBLIC HEALTH.....	6	7.8%
6. DIV. FOR THE VISUALLY IMPAIRED.....	5	6.5%
7. DIV. OF VOCATIONAL REHABILITATION.....	13	16.9%
8. DEPT. OF SERVICES FOR CHILDREN,YOUTH AND	34	44.2%
9. DIV. OF CHILD PROTECTIVE SERVICES.....	30	39.0%
10. DIV. OF CHILD MENTAL HEALTH.....	15	19.5%
11. DIV. OF YOUTH REHABILITATION SERVICES..	7	9.1%
12. YOUTH DIAGNOSTIC CENTER.....	10	13.0%
13. SCHOOL DISTRICT(S).....	20	26.0%
14. HIGHER EDUCATION INSTITUTIONS.....	9	11.7%
VALID CASES.....	77	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "ADMINISTRATION AND LAW" AS A PREFERRED TRAINING TOPIC

PRIORITY CHOICES FOR*
PRE-REFERRAL CONDSIDERATIONS

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TRAINING NEEDS:		
1. ELIGIBILITY CRITERIA	48	49.5%
2. DOCUMANTING EFFECTIVE TEACHING	13	13.4%
3. DOCUMENTING BEHAVIORAL INTERVENTIONS	28	28.9%
4. USING APPROPRIATE MATERIALS	28	28.9%
5. COLLECTING PERFORMANCE DATA	15	15.5%
6. CLASSROOM ORGANIZATION/MANAGEMENT	37	38.1%
7. OBSERVATION TECHNIQUES	19	19.6%
8. CURRICULUM-BASED ASSESSMENT	12	12.4%
9. TUTORING PROGRAMS	10	10.3%
10. COOPERATIVE LEARNING	30	30.9%
11. RELATING TO CULTURAL MINORITIES	17	17.5%
12. ALTERNATIVES TO SPECIAL EDUCATION	26	26.8%
13. OTHER AGENCY PARTICIPATION	4	4.1%
VALID CASES	97	100.0%

* INCLUDES CHOICES FOR TOP THREE PRIORITIES AND SELECTIONS FOR "PRE-REFERRAL CONSIDERATIONS" AS A PREFERRED TRAINING TOPIC

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TOPIC PREFERENCES		
1. ADMINISTRATION AND LAW	2	11.1%
3. DIAGNOSIS & ASSESSMENT	13	33.3%
4. PLACEMENT AND IEPs	4	22.2%
5. RELATED SERVICES	9	50.0%
6. SPECIAL CURRICULA/TREATMENT	16	88.9%
8. TRANSITION	2	11.1%
9. REVIEW OF PUPIL PROGRESS	2	11.1%
10. VOCATIONAL EDUCATION	1	5.6%
11. OTHER	2	11.1%
VALID CASES	18	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TOPIC PREFERENCES		
1. ADMINISTRATION AND LAW	4	80.0%
3. DIAGNOSIS & ASSESSMENT	1	20.0%
5. RELATED SERVICES	1	20.0%
6. SPECIAL CURRICULA/TREATMENT	5	100.0%
8. TRANSITION	1	20.0%
9. REVIEW OF PUPIL PROGRESS	3	60.0%
VALID CASES	5	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

PRIORITY CHOICES FOR*
TOPICAL AREAS

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TOPIC PREFERENCES		
1. ADMINISTRATION AND LAW	6	21.4%
2. PRE-REFERRAL CONSIDERATIONS	1	3.6%
3. DIAGNOSIS & ASSESSMENT	12	42.9%
4. PLACEMENT AND IEPs	10	35.7%
5. RELATED SERVICES	4	14.3%
6. SPECIAL CURRICULA/TREATMENT	18	64.3%
7. LEAST RESTRICTIVE ENVIRONMENT	10	35.7%
8. TRANSITION	7	25.0%
9. REVIEW OF PUPIL PROGRESS	9	32.1%
10. VOCATIONAL EDUCATION	5	17.9%
11. OTHER	1	3.6%
VALID CASES	28	100.0%

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEED'S SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TOPIC PREFERENCES		
1. ADMINISTRATION AND LAW	9	22.0%
2. PRE-REFERRAL CONSIDERATIONS	3	7.3%
3. DIAGNOSIS & ASSESSMENT	13	31.7%
4. PLACEMENT AND IEPs	14	34.1%
5. RELATED SERVICES	7	17.1%
6. SPECIAL CURRICULA/TREATMENT	20	48.8%
7. LEAST RESTRICTIVE ENVIRONMENT	14	34.1%
8. TRANSITION	15	36.6%
9. REVIEW OF PUPIL PROGRESS	12	29.3%
10. VOCATIONAL EDUCATION	11	26.8%
11. OTHER	5	12.2%
VALID CASES	41	100.0%

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TOPIC PREFERENCES		
1. ADMINISTRATION AND LAW	24	68.6%
2. PRE-REFERRAL CONSIDERATIONS	4	11.4%
3. DIAGNOSIS & ASSESSMENT	8	22.9%
4. PLACEMENT AND IEPs	6	17.1%
5. RELATED SERVICES	7	20.0%
6. SPECIAL CURRICULA/TREATMENT	14	40.0%
7. LEAST RESTRICTIVE ENVIRONMENT	14	40.0%
8. TRANSITION	5	14.3%
9. REVIEW OF PUPIL PROGRESS	3	8.6%
10. VOCATIONAL EDUCATION	12	34.3%
11. OTHER	2	5.7%
VALID CASES	35	100.0%

* INCLUDES RESPONSES FOR TOP THREE PRIORITIES

BEST COPY AVAILABLE

PRIORITY CHOICES FOR*
TOPICAL AREAS

ADULT TRAINING NEEDS SURVEY - 1990

SURVEY ITEMS	COUNT	PERCENT
TOPIC PREFERENCES		
1. ADMINISTRATION AND LAW	37	27.6%
2. PRE-REFERRAL CONSIDERATIONS	68	50.7%
3. DIAGNOSIS & ASSESSMENT	57	42.5%
4. PLACEMENT AND IEPs	32	23.9%
5. RELATED SERVICES	24	17.9%
6. SPECIAL CURRICULA/TREATMENT	68	50.7%
7. LEAST RESTRICTIVE ENVIRONMENT	34	25.4%
8. TRANSITION	21	15.7%
9. REVIEW OF PUPIL PROGRESS	33	24.6%
10. VOCATIONAL EDUCATION	11	8.2%
11. OTHER	1	.7%
VALID CASES	134	100.0%